

STRATEGIC SCHOOL PROFILE 2012-13**Thompson School District**

Michael W. Jolin, Superintendent

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Connecticut

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This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c) using data and narratives provided by the school district, testing services, or the US Census. Profiles and additional education data, including longitudinal data, are available on the internet at www.sde.ct.gov.

COMMUNITY DATA

County: Windham

Town Population in 2000: 8,878

1990-2000 Population Growth: 2.4%

Number of Public Schools: 3

Per Capita Income in 2000: \$21,003

Percent of Adults without a High School Diploma in 2000*: 20.5%

Percent of Adults Who Were Not Fluent in English in 2000*: 0.3%

District Enrollment as % of Estimated. Student Population: 90.6%

*To view the Adult Education Program Profiles online, go to www.sde.ct.gov and click on Adult Education, then Reports.

District Reference Group (DRG): F DRG is a classification of districts whose students' families are similar in education, income, occupation, and need, and that have roughly similar enrollment. The Connecticut State Board of Education approved DRG classification for purposes of reporting data other than student performance.

STUDENT ENROLLMENT

Enrollment on October 1, 2012 1,153
5-Year Enrollment Change -22.3%

DISTRICT GRADE RANGE

Grade Range PK - 12

INDICATORS OF EDUCATIONAL NEED

Need Indicator	Number in District	Percent		
		District	DRG	State
Students Eligible for Free/Reduced-Price Meals	340	29.5	30.5	36.7
K-12 Students Who Are Not Fluent in English	0	0.0	2.0	5.8
Students Identified as Gifted and/or Talented*	7	0.6	2.2	3.8
PK-12 Students Receiving Special Education Services in District	114	9.9	12.0	11.9
Kindergarten Students who Attended Preschool, Nursery School or Headstart	36	44.4	72.5	79.3
Homeless	1	0.1	0.3	0.3
Juniors and Seniors Working 16 or More Hours Per Week	26	23.9	15.1	12.7

*0.0 % of the identified gifted and/or talented students received services.

SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	2	0.2
Asian American	5	0.4
Black	3	0.3
Hispanic	36	3.1
Pacific Islander	0	0.0
White	1,076	93.3
Two or more races	31	2.7
Total Minority	77	6.7

Percent of Minority Professional Staff: 0.9%

Non-English Home Language:

0.8% of this district's students (excluding prekindergarten students) come from homes where English is not the primary language. The number of non-English home languages is 4.

EFFORTS TO REDUCE RACIAL, ETHNIC AND ECONOMIC ISOLATION

Below is the description submitted by this school of how it provides educational opportunities for its students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds.

Connecticut law requires that school districts provide educational opportunities for its students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds. This may occur through magnet school programs, public school choice programs, charter schools, minority staff recruitment, inter- or intra-district programs and projects, distance learning, or other experiences. Below is the description submitted by this school district of how it provides such experiences. As indicated in our individual school profiles, Thompson is continuing to work to reduce racial, ethnic and economic isolation. Initiatives at the Mary R. Fisher Elementary School include: character education, multicultural education at each grade level, and our Second Step Violence Prevention Program. At Tourtellotte Memorial High School we are continuing our Anti-Defamation League "Names Can Really Hurt Us" and have a Safe Schools Climate committee in place. Thompson Middle School's fifth grade students also read various multicultural novels throughout the school year. All sixth grade students participated in an interdisciplinary curriculum fair focusing on a specific country and its culture. This unit focused on researching the cultural, economics and lifestyles of the people from different countries. Seventh grade students spent a week at Nature's Classroom. Students learned about the "Underground Railroad" and the slavery era of our nation's history. In addition to these programs, our district maintains and fosters a close relationship with our community's lead school service agency, The Thompson Ecumenical Empowerment Group (TEEG). TEEG staff work to empower parents with the knowledge, skills and support they need to raise healthy children. Our parenting programs work with new parents and old, offering in-home support and education, as well as parenting classes, workshops and support groups such as Parents as Teachers, Parent/Child Playgroup, School Readiness, Anger Inside, Gamblers Anonymous and Parent Empowered. Finally, our elementary school is working to implement a Grandparents Mentoring Program.

STUDENT PERFORMANCE

Connecticut Mastery Test, Fourth Generation, % Goal. The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards.

Grade and CMT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal
Grade 3 Reading	52.6	56.9	25.6
Writing	50.0	60.0	18.6
Mathematics	67.5	61.4	44.7
Grade 4 Reading	58.8	62.6	24.7
Writing	53.3	63.0	19.0
Mathematics	54.1	65.1	15.2
Grade 5 Reading	69.4	66.9	39.8
Writing	54.8	65.6	21.1
Mathematics	56.2	69.2	18.0
Science	67.1	62.3	39.8
Grade 6 Reading	72.9	73.3	31.1
Writing	55.6	65.1	19.4
Mathematics	58.8	67	22.6
Grade 7 Reading	75.6	78.9	25.3
Writing	56.5	64.9	20.9
Mathematics	64.4	65.4	32.9
Grade 8 Reading	70.8	76.2	21.5
Writing	61.9	67.2	21.4
Mathematics	51.3	65.0	15.7
Science	62.8	60.4	31.4

These results reflect the performance of students with scoreable tests who were enrolled in the district at the time of testing, regardless of the length of time they were enrolled in the district. Results for fewer than 20 students are not presented.

For more detailed CMT results, go to www.ctreports.com.

To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."

Connecticut Academic Performance Test, Third Generation, % Meeting State Goal. The CAPT is administered to Grade 10 students. The Goal level is more demanding than the state Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards. The following results reflect the performance of students with scorable tests who were enrolled in the school at the time of testing, regardless of the length of time they were enrolled in the school. Results for fewer than 20 students are not presented.

CAPT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal
Reading Across the Disciplines	54.5	48.5	44.7
Writing Across the Disciplines	66.2	62.1	37.1
Mathematics	50.8	52.4	34.1
Science	38.8	48.8	27.8

For more detailed CAPT results, go to www.ctreports.com. To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."

Physical Fitness. The assessment includes tests for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.

Physical Fitness: % of Students Reaching Health Standard on All Four Tests	District	State	% of Districts in State with Equal or Lower Percent Reaching Standard
	31.8	51.1	12.0

SAT® I: Reasoning Test Class of 2012		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		55.1	78.5	
Average Score	Mathematics	485	503	29.3
	Critical Reading	497	499	42.1
	Writing	499	504	38.3

SAT® I. The lowest possible score on each SAT® I subtest is 200; the highest possible score is 800.

Graduation and Dropout Rates	District	State	% of Districts in State with Equal or Less Desirable Rates
Graduation Rate, Adjusted Cohort Rate 2012	85.1	84.8	30.1
2011-12 Annual Dropout Rate for Grade 9 through 12	2.1	2.1	13.6

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	79.8	82.6
% Employed (Civilian Employment and in Armed Services)	9.0	9.8

RESOURCES AND EXPENDITURES

DISTRICT STAFF

Full-Time Equivalent Count of School Staff	
General Education	
Teachers and Instructors	81.90
Paraprofessional Instructional Assistants	7.50
Special Education	
Teachers and Instructors	8.10
Paraprofessional Instructional Assistants	12.00
Library/Media Specialists and/or Assistants	3.00
Staff Devoted to Adult Education	0.00
Administrators, Coordinators, and Department Chairs	
District Central Office	3.40
School Level	5.10
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	0.00
Counselors, Social Workers, and School Psychologists	7.00
School Nurses	4.00
Other Staff Providing Non-Instructional Services and Support	57.87

In the full-time equivalent (FTE) count, staff members working part-time in the school district are counted as a fraction of full-time. For example, a teacher who works half-time in the district contributes 0.50 to the district's staff count.

Teachers and Instructors	District	DRG	State
Average Years of Experience in Education	14.0	14.4	13.9
% with Master's Degree or Above	69.2	81.1	79.8

Average Class Size	District	DRG	State
Grade K	16.4	16.7	18.9
Grade 2	23.5	18.3	19.8
Grade 5	18.3	20.8	21.3
Grade 7	18.6	18.3	20.2
High School	13.3	17.4	18.8

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	975	988	999
Middle School	1,050	1,037	1,029
High School	1,021	1,035	1,027

*State law requires that at least 900 hours of instruction be offered to students in grade 1-12 and full-day kindergarten, and 450 hours to half-day kindergarten students.

Students Per Academic Computer	Dist	DRG	State
Elementary School*	2.6	2.4	2.7
Middle School	2.1	2.5	2.1
High School	1.2	1.7	2.1

*Excludes schools with no grades above kindergarten.

DISTRICT EXPENDITURES AND REVENUES, 2011-12

Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources. DRG and state figures will not be comparable to the district if the school district does not teach both elementary and secondary students.

Expenditures All figures are unaudited.	Total (in 1000s)	Expenditures Per Pupil			
		District	PK-12 Districts	DRG	State
Instructional Staff and Services	\$8,193	\$6,914	\$8,570	\$8,246	\$8,570
Instructional Supplies and Equipment	\$152	\$128	\$252	\$310	\$257
Improvement of Instruction and Educational Media Services	\$185	\$156	\$475	\$275	\$471
Student Support Services	\$1,284	\$1,084	\$949	\$775	\$950
Administration and Support Services	\$2,433	\$2,053	\$1,526	\$1,611	\$1,547
Plant Operation and Maintenance	\$1,938	\$1,636	\$1,466	\$1,488	\$1,459
Transportation	\$1,009	\$807	\$775	\$811	\$765
Costs for Students Tuitioned Out	\$1,658	N/A	N/A	N/A	N/A
Other	\$302	\$255	\$170	\$175	\$170
Total	\$17,155	\$14,166	\$14,444	\$13,850	\$14,333
Additional Expenditures					
Land, Buildings, and Debt Service	\$1,003	\$846	\$1,405	\$1,495	\$1,398

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	\$3,679,972	21.5	20.6	21.8

Revenue Sources, % of Expenditures from Source. Revenue sources do not include state funded Teachers' Retirement Board contributions, vocational-technical school operations, SDE budgeted costs for salaries and leadership activities and other state-funded school districts (e.g., Dept. of Children and Families and Dept. of Corrections).

District Expenditures	Local Revenue	State Revenue	Federal Revenue	Tuition & Other
Including School Construction	48.7	46.1	5.2	0.1
Excluding School Construction	45.7	48.8	5.5	0.1

EQUITABLE ALLOCATION OF RESOURCES AMONG DISTRICT SCHOOLS

Below is the description submitted by this district of how it allocates resources to insure equity and address needs.

The Thompson Board of Education has sought to continually ensure that all class sizes are at optimum levels and to provide diverse course offerings. The budgetary process has each cost center discussed in cooperation with the Boards of Education and Finance. This process makes the community aware of each of the cost centers, and provides a forum to review budget increases and additional programming. This year one of our focus points will be increased federal and state mandates.

SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	129
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	10.9%

Of All K-12 Students for Whom District is Financially Responsible, Number and Percentage with Disabilities				
Disability	Count	District Percent	DRG Percent	State Percent
Autism	7	0.6	1.3	1.3
Learning Disability	36	3.1	3.8	4.0
Intellectual Disability	4	0.3	0.5	0.4
Emotional Disturbance	12	1.0	1.3	1.0
Speech Impairment	39	3.3	2.1	2.0
Other Health Impairment*	29	2.5	2.3	2.4
Other Disabilities**	2	0.2	0.9	1.0
Total	129	10.9	12.1	12.1

*Includes chronic health problems such as attention deficit disorders and epilepsy

**Includes hearing, visual, and orthopedic impairments, deaf-blindness, multiple disabilities, traumatic brain injury, and developmental delay

Graduation and Dropout Rates of Students with Disabilities for Whom District is Financially Responsible	District	State
% Who Graduated in 2011-12 with a Standard Diploma	63.6	64.4
2011-12 Annual Dropout Rate for Students Aged 14 to 21	N/A	3.2

STATE ASSESSMENTS

Percent of Students with Disabilities Meeting State Goal. The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards. These results are for students attending district schools who participated in the standard assessment with or without accommodations for their disabilities. Results for fewer than 20 students are not presented.

- **Connecticut Mastery Test (CMT), Fourth Generation.** The CMT reading, writing and mathematics tests are administered to students in Grades 3 through 8, and the CMT science test to students in Grades 5 and 8.
- **Connecticut Academic Performance Test (CAPT), Third Generation.** The CAPT is administered to Grade 10 students.

State Assessment		Students with Disabilities		All Students	
		District	State	District	State
CMT	Reading	29.3	34.5	67.2	69.2
	Writing	11.9	19.9	55.7	64.4
	Mathematics	22.7	29.0	58.4	65.5
	Science	8.3	21.3	64.5	61.3
CAPT	Reading Across the Disciplines	N/A	N/A	54.5	48.5
	Writing Across the Disciplines	N/A	N/A	66.2	62.1
	Mathematics	N/A	N/A	50.8	52.4
	Science	N/A	N/A	38.8	48.8

For more detailed CMT or CAPT results, go to www.ctreports.com. To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on “No Child Left Behind.”

Participation in State Assessments of Students with Disabilities Attending District Schools		
CMT	% Without Accommodations	34.4
	% With Accommodations	65.6
CAPT	% Without Accommodations	50.0
	% With Accommodations	50.0
% Assessed Using Skills Checklist		7.1

Accommodations for a student's disability may be made to allow him or her to participate in testing. Students whose disabilities prevent them from taking the test even with accommodations are assessed by means of a list of skills aligned to the same content and grade level standards as the CMT and CAPT.

Federal law requires that students with disabilities be educated with their non-disabled peers as much as is appropriate. Placement in separate educational facilities tends to reduce the chances of students with disabilities interacting with non-disabled peers, and of receiving the same education.

K-12 Students with Disabilities Placed in Educational Settings Other Than This District's Schools		
Placement	Count	Percent
Public Schools in Other Districts	2	1.6
Private Schools or Other Settings	20	15.5

Number and Percentage of K-12 Students with Disabilities for Whom District is Financially Responsible by the Percentage of Time They Spent with Their Non-Disabled Peers

Time Spent with Non-Disabled Peers	Count of Students	Percent of Students		
		District	DRG	State
79.1 to 100 Percent of Time	83	64.3	73.7	72.0
40.1 to 79.0 Percent of Time	27	20.9	15.9	16.4
0.0 to 40.0 Percent of Time	19	14.7	10.4	11.6

SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this district.

The Thompson district continues its focus on the importance of school improvement. An important emphasis at our lower grade levels will include our involvement in the NAEYC re-accreditation process. Our summer school program continues to provide instructional reinforcement for at-risk students. As we work to improve instruction at all grade levels, it is important to emphasize that with the support of our Board of Education, we have been able to hire a half-time Curriculum Director. This new administrative staff person will work with administrators and teachers at all grade levels to develop and implement a Five-Year Curriculum Plan. The high school has received an attendance grant from the Connecticut Consortium on School Attendance. The CCSA is a multi-year, collaborative effort of local school districts and statewide agencies focusing on improving school attendance in Connecticut. Students of TMHS will be awarded if they collectively maintain a 95% average daily attendance rate per school year. The Thompson Education Attendance Model, T.E.A.M., focuses on providing children with positive reinforcements that will ultimately promote school attendance.
